**HELPING STUDENTS WITH TIMESTABLES KNOWLEDGE**

* Help him/her to identify which ones he/she doesn't know, independent of each other (not by reciting them in order).  The Power of Ten “All the Facts” sheets give a comprehensive list of all the multiplication questions, with no repeats.
* Have students study with the multiplication table, with answers on the other page.  I like to copy them back-to-back and give students time to test themselves and enjoy making pictures of the few they decide to work on each week.
* The Power of Ten also has a great timestables sheet that shows the Power of Ten cards for an individual number, like 6, all lined up together and students are then encouraged to find the answer to a certain number times 6 by adding up the 5s to get 10s and add on the extra parts.
* I always encouraged my students to be aware of all that they needed to know (my multiplication table has no repeats, so it looks way easier) and work with them to produce pictures of each of the ones they plan to work on each week.  Ex. making a drawing on large paper of 6 X 6, showing 6 groups of 6 and how many that is.  I encourage the students to get help from home on the ones that they decide to work on.  Ex.  "Could you please pass the salt?"  Mom or dad: "Maybe, if you can tell me what 6 X 6 is!"  The key to this activity is that the students are involved in planning which questions they will master, in an organized way, with the goal to learn them all.
* Highlight all the perfect squares (the questions along the top of my multiplication table) and help your students to make pictures (or better yet, manipulatives) of squares, showing the side lengths and then the area, which is the answer to the timestables question.  On the timestables sheet I am sending you, the 12 times table is only one question!
* I hope that helps.  Trevor Calkins says that starting with 5s, then 2s and 10s is a good way to develop some sense of progress at the start.  Once those ones are known and students know the perfect squares, other questions can be answered from their knowledge of those - and encourage them to do that!  Don't focus on memorization.
* Timestables the Fun Way is also a good resource, with stories to go with the timestables.  I encourage my students to make up their own stories to go with the questions and answers.  So much fun!
* You could also invite parents to enroll him/her in Mathletics and he/she might be motivated to do the MATHLETICS LIVE activity where kids play off with kids from other places in the world.  My students were enthralled with it.
* Use the terms ‘factor’ and ‘multiple’ to build Math vocabulary knowledge. Encourage students to use these terms when talking about the relationships between numbers.
* Use the Fantastic Factors sheets with a whole class to cooperatively use tiles (or graph paper) to physically make (or cut out) rectangles for each number between 1 and 100, identifying each number’s factor pairs. Play the game Factor Frenzy to build recognition of factors, thereby building knowledge of timestables.